

Moorside Community Primary School

Beaconsfield Street, Newcastle-upon-Tyne, Tyne and Wear, NE4 5AW

Inspection dates 29–30 January 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- Behaviour is outstanding. In lessons, pupils' attitudes to learning are extremely positive. When pupils move around the school, they are polite and considerate to other pupils, teachers and visitors.
- Pupils feel very safe in school because there are lots of teachers to whom they can turn.
- Leadership and management are outstanding and the school takes a leading role in giving advice to a number of schools in the north of England.
- Pupils in Key Stage 2 make extremely good progress, which is significantly better than pupils nationally.
- Pupils who are eligible for support through the pupil premium funding do better and make more progress than other pupils in the school.
- The attainment of disabled pupils or those with special educational needs is better than similar pupils nationally at Key Stage 2.
- Teaching is good because teachers provide interesting and appropriate material in a lively manner to motivate pupils.
- This school respects and celebrates pupils of all abilities, faiths and cultures exceptionally well.

It is not yet an outstanding school because

- Achievement at Key Stage 1 is not as good as that in Key Stage 2.
- Not enough lessons have outstanding teaching.
- Some pupils in Key Stage 1, especially those learning to speak English, do not have enough extra assistance to boost their learning.
- Pupils do not have enough time to absorb and respond to their teachers' comments and so learn better.

Information about this inspection

- Inspectors visited 19 lessons or parts of lessons taught by 18 different teachers. This included three joint observations with senior staff in the school.
- Inspectors listened to pupils read and talked to them about how much reading they do, as well as looking at their work in class.
- Discussions took place with members of the governing body, staff, groups of pupils and a telephone conversation was held with a representative of the local authority. A meeting was held with the school's achievement partner.
- Documents were examined, including those relating to safeguarding, the school's improvement plan, the Executive Headteacher's reports to the governing body, records of the school's checks on teaching and learning, as well as its own assessment data.
- The views of 12 parents who were spoken to by inspectors were also taken into account, as well the school's own questionnaires, which surveyed 60 parents. There were too few responses to the on-line questionnaire (Parent View) to be taken into account.
- Forty members of staff completed questionnaires about their views of the school.

Inspection team

Frank Cain, Lead inspector

Additional Inspector

Nora Waugh

Additional Inspector

Irene Lavelle

Additional Inspector

Full report

Information about this school

- Moorside is a larger than average-sized primary school.
- The school is in a Federation with Westgate Hill Primary School.
- Moorside Primary is a strategic partner of the Tyne Valley Teaching Schools Alliance, so provides support for other schools.
- The proportion of pupils known to be eligible for support through the pupil premium, which provides additional funding for children in the care of the local authority, children from families in the armed forces, and pupils known to be eligible for free school meals, is well above average.
- The proportion of pupils supported through school action is well above average.
- The proportion of pupils supported at school action plus, or with a statement of special educational needs, is well below average.
- The proportion of pupils from minority ethnic groups is well above average, as is those whose first language is not English. There are more than 25 different languages spoken by pupils in the school.
- The present Executive Headteacher took up post in January 2014.
- Many more pupils enter or leave the school during the year than is normally the case.
- There is privately run pre-school provision located on the site, but it is not managed by the governing body, and is subject to a separate inspection. Reports for this provision can be found at www.ofsted.gov.uk.
- The school meets the government's current floor standards, which set the minimum expectations of pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Improve achievement and increase the amount of teaching that is outstanding by:
 - making sure that in, Key Stage 1, the work and resource materials support well the development of pupils' skills, especially those who are learning English as an additional language
 - allowing pupils across all year groups time to follow up on teachers' advice on how their work might be improved.

Inspection judgements

The achievement of pupils is good

- When children enter the school they have skills which are well below those typically expected for their age. The majority of children enter nursery without being able to speak English fluently.
- Despite this, pupils across the school who speak English as an additional language and those from minority ethnic groups often achieve better than other pupils in the school by the time they reach Key Stage 2.
- Children make good progress in the Early Years Foundation Stage. In a lesson in the Reception class, play was effectively used to extend children's mathematical skills and the teacher used questions well to encourage the children to speak and explain things.
- At Key Stage 1, pupils' achievement is good overall because of the progress pupils are making and because the school has high expectations of what they can do. Their attainment is still, however, below the national average, although rising rapidly across all different groups of pupils.
- There is a better picture of achievement in Key Stage 2. The proportion of pupils who are making better progress here is far higher than is found nationally.
- Nationally published information on pupils' attainment does not always accurately show how well pupils perform across a whole key stage in this school, as the turnover of pupils in the school is high. The school's own data, however, show that pupils who enter the school at different times do very well from their individual starting points.
- Pupils read confidently by Year 6 and they speak very positively about their reading ability, even those who have had additional support to help their reading. Pupils' writing skills are slightly less well developed but the school is not only already aware of this but is incorporating lessons in English grammar to address this.
- Pupils who are known to be eligible for free school meals make better progress than other pupils in the school, particularly in reading and mathematics. By Year 6, their attainment is similar to that of other pupils in the school in English and is approximately two terms ahead in mathematics.
- The attainment of disabled pupils or those with special educational needs is better than the national average for their group and they made better progress than other pupils in the school in 2013.
- The most able pupils make good progress in lessons, and were observed in a Year 2 class enthusiastically discussing their number work, showing that they were able to recognise and explain that there was a link between multiplying and dividing numbers.
- The school promotes equality of opportunity for all groups of pupils very well.

The quality of teaching is good

- School information and lessons seen during the inspection show that teaching is good and improving.
- Teachers plan lessons well. They structure the work so that pupils with different abilities are given work that challenges and excites them. For example, in a Year 3 English lesson, pupils used tablet computers to do their research on the Vikings.
- Pupils enjoy their lessons because teachers have good subject knowledge and provide tasks which pupils find engrossing.
- At the start of lessons, pupils are given ways to help them judge how well they are doing so that they have a full part in the learning process. For example, they judge for themselves what would make a narrative a 'good' story. This helps to ensure they learn well.
- In mathematics, a strength of teaching is the good use of discussion. For example, the discussions held about data collection before pupils started their work to change the information into graphs enabled pupils to achieve well.

- Across all lessons, literacy is a key element because pupils are encouraged to talk and discuss what they are learning.
- Teaching assistants perform a key role in helping pupils to overcome barriers to their learning. They were observed supporting pupils in class and in small group work. They encourage pupils to develop their speech, with accurate pronunciation of words, good written language and with correct letter formation.
- Pupils' books show good progress and contain informative targets so that they know how well they are doing, but there is often insufficient time for pupils to respond to their teachers' tips and suggestions for improvements.
- Tablet computers are used across the school to enhance learning. Some pupils, in particular at Key Stage 1, lack some extra visual resources, especially those who are learning English as an additional language, to aid their understanding, such as picture cards of key words.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding.
- It is clear that children entering the school are quickly made to feel welcome and also given encouragement and guidance to behave very well from the start. The result is a very calm and friendly atmosphere in classrooms and in corridors.
- At break times, pupils play happily together and say that, if they do fall out with others, they are friends again within a very short space of time.
- Pupils are very polite and pull up chairs for visitors and make them welcome in classrooms.
- Teachers throughout the school manage behaviour exceptionally well without needing to raise their voices.
- One young pupil was observed walking alone to his class with his finger on his lips to remind him not to talk in the corridor. This illustrates that pupils are able to control their own behaviour and know the right thing to do.
- Pupils are extremely attentive and are ready to learn in lessons. They are very satisfied with their school. Their classwork is neat and they wear their uniform with pride.
- The school's work to keep pupils safe and secure is outstanding. School records on staff and visitors are thorough and all staff receive timely and appropriate training in the safeguarding of children. Careful induction procedures are in place for new staff and visitors.
- Pupils are well aware of how to stay safe when using computers and could explain the procedures if the school fire alarm went off.
- The pupils feel totally safe in school and when asked about bullying looked puzzled. They understood what it was, but they did not think it happened at all in school and this was confirmed by school records and by inspection evidence around the school.
- Attendance is improving, particularly with regard to the number of pupils who are absent for prolonged periods. This is because the school adopts very strict rules on pupils having time off in term time. Punctuality is encouraged and pupils waste no time getting to lessons, as they are keen to learn.
- Parents speak very positively about the behaviour of children in the school. They were delighted at the happiness and enthusiasm shown by their children at the 'pocket trumpet' performance by Year 4 pupils during the inspection.

The leadership and management are outstanding

- The Federation works very effectively by having common leaders in charge of key areas, such as the Early Years Foundation Stage and special educational needs. The Federation shares good practice and its expertise in behaviour and management is called on by a large number of schools across the area.

- The newly appointed Executive Headteacher leads a very effective team, including those middle leaders who are in charge of individual subject areas as well as the governing body. All are ambitious for the school and are working effectively to improve its performance at all levels. The leadership has the backing of the entire staff.
- The leadership is outstanding because leaders have improved behaviour, attendance and the attainment and progress of pupils, especially at Key Stage 2. School records on the quality of teaching, backed up by scrutinies of pupils' work, show that teaching is improving strongly.
- The school's view of its own performance is accurate and the judgement of leaders on how good teaching is currently is supported by joint lesson observations carried out by school leaders and inspectors. Leaders have in place support packages to move teachers from 'good' to 'outstanding', as well as excellent induction arrangements for newly qualified teachers.
- The overall management of teachers' performance is excellent and staff value their professional development. New initiatives in teaching are carefully monitored by middle leaders to ensure that the school is getting value for money.
- The curriculum provides excellent opportunities for learning, with its theme-based approach covering a wide variety of subjects. Notable are the 'University of Arthur's Hill' sessions. These are Friday afternoon slots where pupils choose from activities as varied as Latin to sewing, which pupils love.
- The pupils celebrate not only British culture but also other cultures and societies through assemblies and workshops.
- The involvement of parents in their children's learning is exceptional. The extremely well attended 'family learning' sessions help parents of children in the nursery to support school learning with learning at home.
- The school's arrangements for safeguarding pupils meet current requirements.
- The local authority plus other consultants have provided good support to help with initiatives in mathematics and with newly qualified teachers.
- The primary school sports funding has allowed the purchase of a new trampoline which has generated tremendous enthusiasm in Year 6. This includes from some pupils who normally do not participate in sporting activities, all anxious to join in the coaching sessions.
- **The governance of the school:**
 - The governing body has a very good knowledge of the strengths of the school as well as an accurate view of how it could improve further. Members are kept fully informed about how well pupils and teachers are performing and are well aware of how the pupil premium fund is spent and how it is improving the progress of pupils who are known to be eligible for support through this money.
 - Members of the governing body provide ample support for the school. As well as holding leaders to account for key decisions on staffing issues, they also make sure that rewards and career progression for teachers are linked with improving pupils' progress and the overall performance of the school.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	108492
Local authority	Newcastle-upon-Tyne
Inspection number	440792

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	481
Appropriate authority	The governing body
Chair	Mike Read
Headteacher	Patrick Wilkins (Executive Headteacher)
Date of previous school inspection	5 May 2011
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